2019 VCE Industry and Enterprise examination report

General comments

The 2019 examination was the first for the new *VCE Industry and Enterprise Study Design 2019–2023* and examination specifications. While the format of the examination was unchanged new knowledge and skills elements were included, such as the requirement to focus on changes within industry in the last four years, higher order task words have been included, such as 'analyse'. It is strongly recommended that, where possible, case studies investigated in the course of the study are recent.

Students generally performed well in the examination. Higher-scoring responses precisely and accurately addressed each element of the questions, met the requirements of each task word and explicitly incorporated material from scenarios where relevant, case studies and research on current events completed during the year. Lower-scoring responses were brief, did not address the task word, or, more frequently, simply described what students knew about the aspect of the course the question focused on. Most students answered all questions in the exam and used most of the writing space available.

The questions students found most challenging in this examination were Questions 3b., 5b., 5c., 6c., 7b. and 7e. This indicates a need to focus on the interrelationship between different elements of the study, for example between work-related skills and technology, and on case studies within the last four years. Practice in responding to questions using a range of task words is also recommended.

Specific Information

This report provides sample answers or an indication of what answers may have included. Unless otherwise stated, these are not intended to be exemplary or complete responses.

The statistics in this report may be subject to rounding resulting in a total more or less than 100 per cent.

Question 1a.

Marks	0	1	2	3	Average
%	13	28	30	30	**1.8**

This question required students to show that they had a sound understanding of the concept of enterprise culture and could make detailed links between specific features of such a culture and the work setting they selected. While most responses were able to show knowledge of enterprise culture, many struggled to make the required explicit links between these elements and the work setting selected.

The following is an example of a possible high-scoring response.

The web-based design business I completed my structure work placement meets most criteria for an enterprise culture. They use innovative problem solving by posting to their online community to find design solutions. The global creative platform makes it easy for designers and clients to communicate effectively. They have a core of full-time staff and a number of registered specialists employed short term to complete projects. They support staff working from home and encourage a team approach and open communication by teleconferencing and regular whole team retreats. This workplace encourages staff to show adaptability, initiative and problem solving and to demonstrate leadership in their individual work and in teams.

Question 1b.

Marks	0	1	2	3	Average
%	21	21	40	18	**1.6**

A number of responses identified employees as a stakeholder group when it had been excluded in the question. These responses could not be awarded any marks. Students are reminded to carefully read and respond to the specific question asked. Students could have written about any stakeholder group other than employees, including suppliers and customers. Responses needed to clearly describe how a specified type of stakeholder could contribute to enterprise culture.

The following is an example of a possible high-scoring response.

Suppliers can contribute to the development of an enterprise culture especially if the work setting builds strategic partnerships with suppliers to control prices, foster innovation and ensure quality in the supply chain. If the business works collaboratively with open communication reinforced by the use of technology then all businesses will be able to more proactively to meet challenges.

Question 1c.

Marks	0	1	2	3	4	Average
%	4	26	33	26	10	**2.1**

This question required students to show their understanding of the role of leadership in the development of an enterprise culture. This question was generally well answered with most responses scoring at least one mark. Students should note that leadership is not necessarily only demonstrated by managers. In a workplace with an enterprise culture, leadership will typically be shared and therefore will be demonstrated by employees as well as managers.

The following is an example of a possible mid-scoring response.

Leadership is the ability to influence individuals to achieve goals. It is the ability of a person to motivate, inspire and set an appropriate example to others. An important aim of effective leadership is to create and communicate vision and objectives and encourage an enterprising culture. Good leaders motivate employees and help them to develop their skills. However, these actions are time-consuming and may divert their attention from traditional management tasks.

Question 2a.

Marks	0	1	2	Average
%	21	45	35	**1.2**

Workplace flexibility is the ability of the workplace and its stakeholders to adapt to changing conditions. While students can use an example to illustrate their responses the key requirement of any 'define' question is the ability to clearly and precisely demonstrate knowledge.

The following is an example of a possible high-scoring response.

Workplace flexibility covers a wide range of work practices that allow for change and adaptation in work tasks and processes so that the workplace can meet desired outcomes. Workplace flexibility can be classified as functional or numerical and includes the ability to work from home (telecommuting), job sharing, flexible rosters and flexi-hours.

Question 2b.

Marks	0	1	2	Average
%	21	30	49	**1.3**

To be awarded full marks responses needed to identify one example of a flexible work arrangement and then provide a clear description of its key elements. Flexible arrangements include job sharing, hot desking, telecommuting and flexi hours.

The following is an example of a possible mid-scoring response.

One example of a flexible work arrangement is where an employee, possibly due to family commitments, is able to telecommute and work from home.

This response would not receive full marks because it identifies an example of a flexible work arrangement, but without any explanation.

The following is an example of a possible high scoring response.

One example of a flexible work arrangement is where an employee, possibly due to family commitments, is able to telecommute and work from home. This is a flexible work arrangement because it allows employees to work away from their normal place of work to complete all or some of their work related duties. Employees will often communicate with the workplace through the use of technology such as internet calls or emails.

Question 2c.

Marks	0	1	2	3	4	Average
%	23	16	23	21	17	**2.0**

High-scoring responses skillfully took apart their training experience and linked it to the development of their work-related skills. They showed an accurate and detailed understanding of the type of training selected and an ability to reflect on its impact on their learning and skill development. Low-scoring responses often simply described their training experience. Many of these low-scoring responses did not explicitly categorise the training focus as formal or informal. In addition, a significant number of responses included both types of training. Students are reminded that when a question requires responses to be about one area of the course, marks will only be given for the first area responded to.

The following is an example of a possible high-scoring response.

Informal training does not happen in a classroom. It takes place in the work setting and responds to issues as they arise. In the cafe setting where I completed my structured work placement another employee was my mentor. She trained me in all cafe tasks on the job. While I was undergoing this training she would show me how to do a task like the correct way to plate a meal or make coffee. During this time I strengthened my work-related skills as I was constantly communicating with the mentor. I was learning the whole time I was at work. The informal training was less stressful for me and helped develop my work-related skills by naturally developing my sense of self within the workplace. This type of training allowed me to learn required knowledge and skills at my own pace and to apply my new knowledge immediately.

Question 2d.

Marks	0	1	2	3	4	Average
%	10	20	28	25	16	**2.2**

This question was generally answered well. High-scoring responses demonstrated a detailed understanding of enterprise culture and precisely communicated how the development of work-related skills can promote or impact the development of such a culture. Low-scoring responses generally showed knowledge of work-related skills. These responses were frequently limited to a description of individual work-related skills and did not show how these skills could assist the development of an enterprise culture in a work setting.

The following is an example of a possible high-scoring response.

An enterprise culture is one that proactively meets challenges by supporting effective communication and encouraging employees to be adaptable, demonstrate initiative, solve problems and take on leadership roles. Work-related skills cover a wide range of skills and attributes that individuals need to be effective in the workforce and in life. The work-related skills are: communication, problem solving, managing and leading, planning and organising, using technology, learning, teamwork and self-awareness. This means that if individuals in any work setting are developing their work-related skills over time and demonstrating these in their workplace it follows that they will be able to put these skills into practice in all situations and therefore contribute to developing an enterprise culture. For example if an employee sees a more streamlined process for carrying out a task they could suggest it to their employer who would be open to taking on the suggestion and therefore would contribute to the development of an enterprise culture.

Question 3a.

Marks	0	1	2	3	Average
%	17	24	26	32	**1.8**

To be awarded full marks for this question, responses needed to identify a change that a nominated work setting could make to increase environmental sustainability. Responses then needed to provide an overview of the key features of this change. Many students handled this question skillfully, identifying a possible response and clearly explaining how it could increase environmental sustainability. Low-scoring responses failed to address all of these requirements.

The following is an example of a possible high-scoring response.

In my workplace Good Foods, packaging for our products is made from single-use plastics that are not recyclable. We could increase environmental sustainability by changing to more sustainable packaging including recycled paper bags and allowing customers to bring their own containers. This change is environmentally friendly and sustainable as the production process for the packaging is simpler and uses less fossil fuel in manufacturing and reduces waste going to landfill.

Question 3b.

Marks	0	1	2	3	4	Average
%	17	18	30	23	12	**2.0**

To be awarded full marks, responses needed to discuss both the benefits and limitations of the change suggested in the previous question on both stakeholder groups – employers and customers or clients. High-scoring responses showed an understanding of the impact that the change outlined in the previous question could have on each stakeholder group. Low-scoring

responses tended to focus on a description of the probable positive response of customers and clients and the additional cost they assumed employers would encounter. They frequently did not explicitly explore the benefits and limitations for each stakeholder group.

Question 4a.

Marks	0	1	2	Average
%	5	58	37	**1.3**

This question required students to analyse trend data presented in a graph and diagram. It was generally well answered. Students were able to use the material to identify that in the period there was a decline in work-related fatalities. The majority also commented on the industries where fatalities were most likely to occur in 2017. Questions based on graphs, tables and diagrams are common in Industry and Enterprise examinations and students are advised to practise questions of this type during the study.

The following is an example of a possible high-scoring response.

The data suggests workplace safety is improving in Australia but that serious problems exist in agricultural, forestry and fishing workplaces. There were two spikes in fatalities that occurred in 2004 and 2007. However, from that time until 2017 there was a decrease in the number of injury-related fatalities from just above 300 in 2007 to just below 200 in 2017. The infographics show that agricultural, forestry and fishing workplaces in Australia had the greatest number of fatalities in 2017: 16.5 per 100,000 workers.

Question 4b.

Marks	0	1	2	3	Average
%	21	33	24	22	**1.5**

This question required students to interpret the data in the previous question and identify and describe an actual response aimed at improving workplace safety. To be awarded full marks, the description needed to provide a clear link between the response and work safety.

The following is an example of a possible high-scoring response.

A firm I completed my work placement with introduced an online training program differentiated for employees based on the area they worked in. An aspect of this requires employees to wear a colour-coded indicator showing their current level of training on their hard hat at all times. Since the new program was implemented three years ago there have been no injuries.

Question 5a.

Marks	0	1	2	Average
%	31	36	33	**1.0**

This question was generally handled well, although many students did not score any marks on such a fundamental question. One mark was awarded for a limited definition (such as only stating that an industry was a group of firms who all made similar products). Two marks were awarded for a full outline.

The following is an example of a possible high-scoring response.

An industry is the collection of firms in a discrete field who are involved in the production of linked goods or provision of linked services. For example, the building industry includes carpenters, bricklayers, plumbers and drafts people.

Question 5b.

Marks	0	1	2	3	Average
%	23	38	26	14	**1.3**

This question required students to explore the relationship between work-related skills and the enterprising use of technology. While most responses showed some knowledge of work-related skills, many were not able to demonstrate links between the two concepts. Responses frequently described a new use of technology, which may not have been enterprising. High-scoring responses explicitly explained this relationship frequently with the use of a real-life example.

The following is an example of a possible high-scoring response.

Our regional online accommodation-booking site uses technology in an enterprising way. The workplace has a strong team culture with regular meetings where employee input is actively sought to promote innovation and the provision of a quality service. This places a high value on effective communication and joint problem solving. An employee suggested that in order to compete with other firms we should improve feedback from clients to assist prospective clients to locate accommodation that met their needs. This was adopted and the ICT team wrote a machine-learning algorithm to improve reviews and support more searches. Employees used their knowledge of client needs to assist in the design of items. They also needed to apply and, in some cases, develop their work- related skills, including being open to learning, to use the new technology.

Question 5c.

Marks	0	1	2	3	4	Average
%	22	18	27	23	11	**1.9**

In this question students were asked to select an enterprising response to the use of technology and then consider benefits and challenges of the response. Most students were able to provide an example of the use of technology in an industry, but many struggled to discuss their example in enough depth. Students often simply told a story of what had happened and did not address the enterprising component. Many responses focused on very dated examples; for example, robotics in the Australian car industry and self-service checkouts. Teachers are strongly advised to source current examples.

The following is an example of an introduction to a possible high-scoring response.

Technology is used in an enterprising way in the education industry. In the past four years there has been a rapid expansion and evolution in the area of EdTech as new and improved ways to enhance education provision have been created by developments in technology. This includes online learning, MOOCs and student management programs and apps like Mathspace. There are currently more than 350 EdTech businesses in Australia and the total revenue generation is expected to be $1.7 b by 2022. The response of sections of the industry have been enterprising because they have shown significant adaptability in meeting the challenge of building Australia's education system both nationally and in a global market.

Question 6a.

Marks	0	1	2	Average
%	37	21	42	**1.1**

Over one-third of students did not receive any marks for this question, usually because a response was not provided. Responses generally showed a sound knowledge of government initiatives

describing a range of state and federal initiatives including the Australian Government's Rural R&D for Profit in agriculture, free trade agreements and the Victorian Government's Future Industries program.

The following is an example of a possible high-scoring response.

Agriculture Victoria operates an initiative called Young Farmer Business Bootcamps. These are two-day programs for young farmers or producers new to farming. They are delivered at various locations across Victoria to assist producers to understand and manage business risk, develop a business plan to grow their business and to have confidence that there is a future in agriculture for them. Interactive workshops use a series of farm case studies as real-life examples, providing participants with the skills to help them manage their farm business now, as well as planning for their business into the future.

Question 6b.

Marks	0	1	2	3	4	Average
%	25	19	25	14	17	**1.8**

To be awarded full marks in this question, responses needed to investigate in detail the concept of international competitiveness, exploring how it is both a pressure and an opportunity, and providing evidence to support their comments. Low-scoring responses usually made brief but accurate comments about what was meant by international competitiveness and could identify at least one pressure and opportunity. Higher-scoring responses moved beyond this to provide accurate detail about the nature of international competitiveness and the pressures and opportunities. This frequently involved concentration on one particular industry, which allowed students to provide quantified data to support the comments made.

The following is an example of a possible mid-scoring response.

The ability to compete internationally is key to good economic performance and to maintain the standard of living in a country. Our ability to compete with other countries depends on a large number of factors. The ability to compete internationally is dependent on the level of efficiency and effectiveness within Australian industries. This includes the ability to compete on price and quality. The ability to compete internationally is vital if Australia is to maintain our overall economic prosperity. In the past we have relied on primary industries and, in the last sixty years, the manufacturing industry. However, demand for these products has declined. Other industries now have the opportunity to compete, but many have found this difficult.

This response would not receive full marks because it does not explicitly address pressures and opportunities and does not expand on points made.

Question 6c.

Marks	0	1	2	3	4	5	Average
%	40	14	17	11	9	9	**1.6**

Students generally found this question difficult with 40 per cent of responses failing to be awarded any marks. Responses needed to follow the format of an 'evaluate' question. To demonstrate a high-level evaluation, students should provide an evaluation of key points, generally as they respond, rather than an overall statement of the degree to which the industry has responded effectively in a short concluding paragraph. High-scoring responses provided specific facts and evidence to support their response and address both pressures and opportunities. Several responses simply described an industry, and in some cases a workplace, that traded globally. Many of these responses made only a brief mention of the challenges, most frequently the expense.

The following is an example of a conclusion to a possible high-scoring response.

In conclusion, the Australian retail industry has not responded strongly to the pressure to be internationally competitive. The industry is currently facing a challenging environment due, in part, to the marked increase in internet competition from overseas retailers. In addition, domestic retail sales, especially in clothing, are only marginally growing and there has been wage cost pressure, which have both impacted on profit and therefore the ability to compete internationally. This pressure is increased by the significant number of medium and small businesses in the sector that frequently do not have the resources required to attempt to move into international markets. There is some evidence that new niche retail businesses, including Smiggle and Typo, entering the market both online and in bricks and mortar have the mindset and vision to be internationally competitive.

Question 7a.

Marks	0	1	2	Average
%	14	48	39	**1.3**

This question was generally well answered. To score full marks responses needed to make logical comments drawing on content in both extracts.

The following is an example of a possible high-scoring response.

The extracts suggest that Australia is a relatively innovative country. Australia has a long history of innovation and our innovations cover a wide range of areas including medical and health and information and communication technology.

Question 7b.

Marks	0	1	2	3	Average
%	42	20	17	21	**1.2**

Many responses did not score any marks for this question because they did not demonstrate knowledge of people-based innovation or did not use an innovation that has occurred in the last four years. At the simplest level, people-based innovation is innovation that directly impacts on stakeholders; this could be employees, customers or clients. Some examples of innovations were removal of single-use plastic bags in supermarkets, the widespread introduction of MOOCs (Massive Open Online Courses) into Australia, Afterpay and the introduction of streaming providers, like Netflix, into the entertainment industry. To achieve full marks, responses needed to explain how the selected innovation worked.

The following is an example of a possible high-scoring response.

A people-focused innovation that I am familiar with is Coles is expanding its autism-friendly 'Quiet Hour' shopping experience to an additional 103 supermarkets across the country in a bid to provide a more inclusive shopping experience for customers. Coles will dim lights and reduce in-store noise and distractions in 173 of its supermarkets every Tuesday from 10.30 am to 11.30 am.

Question 7c.

Marks	0	1	2	3	Average
%	25	31	23	21	**1.4**

Responses to this question often demonstrated a limited understanding of research and development and its role in innovation. Research and development is a process that investigates the feasibility of an innovative idea. To achieve a high score, responses needed to make precise

and detailed comments about this process and link these comments to the transformation of the idea into an innovation in an industry or work setting. Most high-scoring responses used an example to illustrate this.

The following is an example of a possible high-scoring response.

The owners of a business selling Japanese teas at markets and independent outlets were concerned about the waste their packaging created. They conducted extensive research, including asking for advice from customers and staff and researching on the internet, to identify alternatives in their packaging. Based on this research they sourced and trialled a number of alternatives including BYO containers and brown paper bags and sought feedback from customers.

Question 7d.

Marks	0	1	2	3	Average
%	19	33	29	19	**1.5**

High-scoring responses showed a sound knowledge of work-related skills, innovative culture and the links between them. These responses then examined several features in detail and provided evidence for their comments. Lower-scoring responses were generally descriptive, describing an innovative culture and identifying some work-related skills, but did not support this description with evidence, which was required.

The following is an example of a possible high scoring response.

An innovative culture is one that proactively sees opportunities and meets challenges by having a set of values which emphases initiative, problem solving and team work to create or improves products and services. Having, and continuing to develop, a range of work-related skills will assist employees to be productive members of an innovative culture in during a number of ways. They will be keen to learn new knowledge and skills, which can give them greater potential to contribute to the workplace, as they will become more skilled and flexible. If employees are positive and flexible, they will be more adaptable and open to new ways of doing things in a workplace. Being open to learning, including skill development, will help employees increase their skills levels, therefore increase their confidence in the workplace, an example of this is improved and new technology skills. This means that employees will have a growth mindset and may see the potential for innovative and often will generate it. In addition they will have the broad range of work related skills to ensure that the innovation has the best chance of success.

Question 7e.

Marks	0	1	2	3	4	5	Average
%	22	18	19	18	14	9	**2.1**

This question was challenging for most students. Many responses:

- were primarily descriptive and did not provide any evaluation
- were brief and did not develop or support points made
- did not relate to a recent innovation
- selected an innovation that did not allow the opportunity for evaluation
- included content that was not relevant to the question asked.

Many responses appeared to have been previously prepared and did not address the specific question.

The following is an example of a first paragraph for a possible high-scoring response.

Australian primary industry has had a strong tradition of being innovative and adapting to challenges. The industry has proven to be highly efficient and innovative. As a result the sector is strong and in many areas growing as it seeks to meet increasing world demand for high quality and cost competitive food. My workplace in central Victoria produces a range of fresh vegetables which are sold in Australia and exported to Asia. The owners have an enterprising and innovative attitude and have responded to current lifestyle demands for access to fresh fruit and vegetables all year round regardless of the season.